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A LOOK AT ELEMENTARY EDUCATION--JOURNEYS TOWARD COMPREHENSION. REPORT OF THE BRAZILIAN ELEMENTARY EDUCATION PROJECT.

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DESCRIPTORS- ADMINISTRATOR ROLE, ADMINISTRATOR ATTITUDES, ADMINISTRATOR RESPONSIBILITY, CROSS CULTURAL TRAINING, *ENGLISH (SECOND LANGUAGE), ENGLISH INSTRUCTION, FOREIGN RELATIONS, *FOREIGN COUNTRIES, *FOREIGN STUDENTS, FIELD INSTRUCTION, *PROFESSIONAL TRAINING, SOCIOLOGY, SPECIALISTS, *TEACHER EDUCATION, TEACHER SHORTAGE, TEACHER WORKSHOPS, AGENCY FOR INT. DEV. OF THE U. S., MINISTRY OF EDUC. OF BRAZIL,

AT THE REQUEST OF THEIR GOVERNMENT TWENTY-FIVE BRAZILIAN EDUCATORS WERE BROUGHT TO THE CAMPUS OF THE UNIVERSITY OF WISCONSIN-MILWAUKEE FOR THE PERIOD OF MAY 1, 1966 TO JANUARY 25, 1967, TO RECEIVE TECHNICAL ASSISTANCE. DURING THE NINE MONTHS, EACH PARTICIPANT WAS EXPECTED TO--(1) MAKE PROGRESS IN LEARNING A SECOND LANGUAGE--(2) GAIN A CONCEPT OF THE AMERICAN SYSTEM OF ELEMENTARY EDUCATION--(3) GROW IN LEADERSHIP ABILITY--(4) GAIN A CONCEPT OF ORGANIZATION THROUGH PARTICIPATION IN CONFERENCES AND ORIENTATION MEETINGS--AND (5) GAIN A SPECIALIZED KNOWLEDGE IN ONE OR MORE AREAS OF ELEMENTARY EDUCATION. THE STUDY PERIOD WAS DIVIDED INTO FOUR PHASES--(1) ORIENTATION-FOUR WEEKS--(2) ACADEMIC COURSE WORK-EIGHTEEN WEEKS--(3) FIELD EXPERIENCES-NINE WEEKS--(4) CULMINATING ACTIVITIES-FIVE WEEKS. THE ACADEMIC COURSE WORK INCLUDED CLASSES IN EDUCATIONAL ADMINISTRATION, CURRICULUM, INSTRUCTION, TEACHING METHODS, EDUCATIONAL SOCIOLOGY, AND TEACHER EDUCATION. THE FIELD EXPERIENCES WERE PROVIDED WITH COOPERATION OF SCHOOL DISTRICTS WHERE THE BRAZILIANS WERE ASSIGNED ACCORDING TO INTERESTS. (SF)

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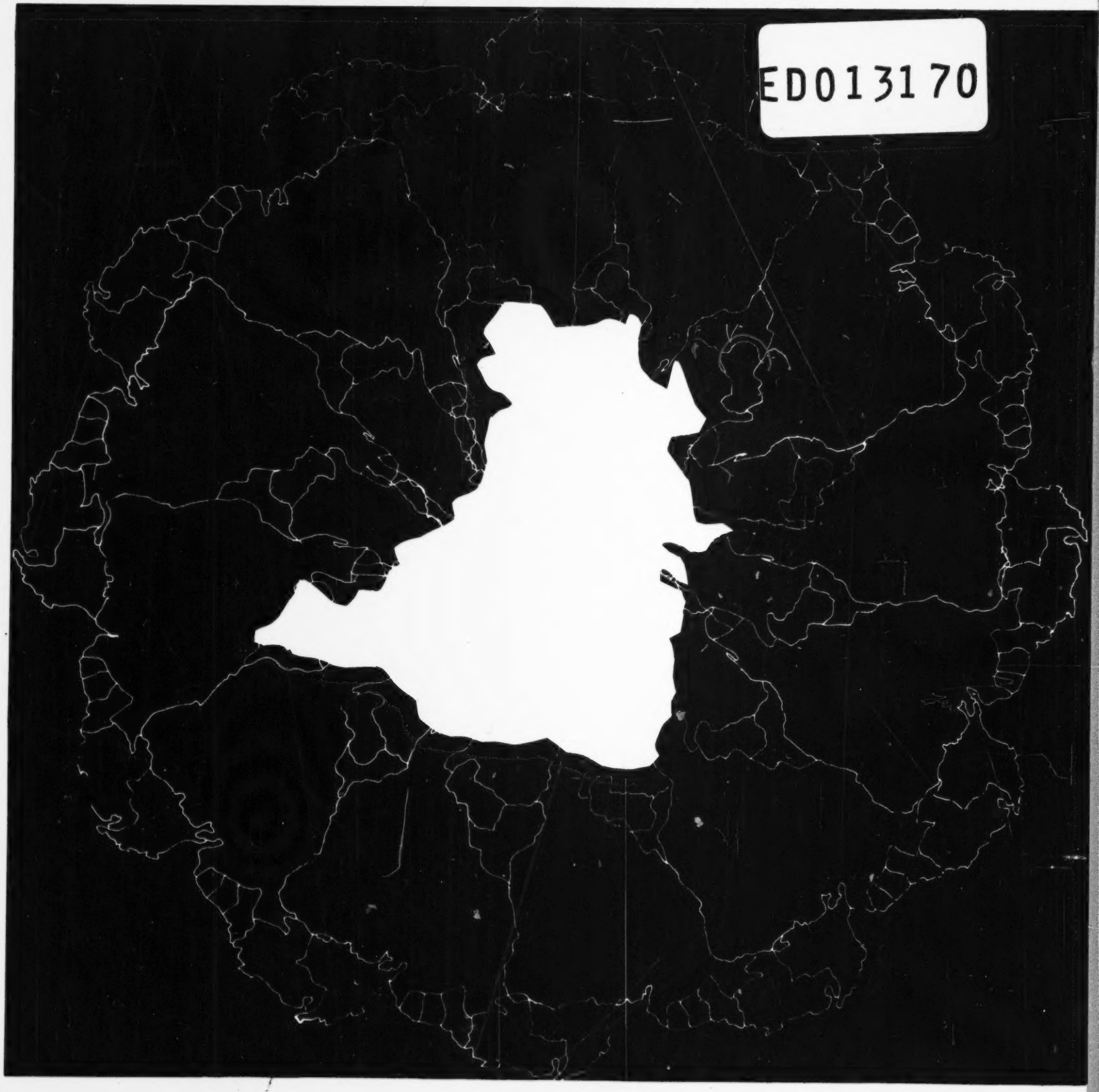

A LOOK AT ELEMENTARY EDUCATION: JOURNEYS TOWARD COMPREHENSION

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SCHOOL OF EDUCATION BRAZILIAN ELEMENTARY EDUCATION PROJECT THE UNIVERSITY OF WISCONSIN–MILWAUKEE MARCH 1967

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Report prepared by

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Milwaukee, Wisconsin March, 1967

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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A LOOK AT ELEMENTARY EDUCATION: JOURNEYS TOWARD COMPREHENSION

Report of the Brazilian Elementary Education Project

FOREWORD

The Brazilian Elementary Education Project was planned and initiated by Mr. Arsenio Espinoza with the assistance of Mrs. Lotus Flores since I was unable to be on campus during the first two months of the program. Essentially this design was continued although there were minor changes which were a reflection of discoveries we made as the program evolved.

Very special thanks are due to Dean Frank Himmelmann, Dean Wesley Matson, and Dr. Willard Brandt for their help and guidance throughout the program. They were unfailingly patient through many hours of conferences when decisions and choices needed to be made.

Many other UWM faculty members contributed greatly to the concepts and ideas which the participants carried away as a result of their study. In addition to the seminar instructors, there were Dr. Willard Leeds, Dr. Richard Hart, Dr. John Fleming, Dr. Richard Haney, Dr. Milton Hillery, Dr. Judson Harmon, Dr. Lura Carrithers, Dr. Ethel Kunkle, Dr. Grace Lund, Dr. Ronald Lingren, Dr. Ernest Spaights, Dr. John Stillman.

Members of the International Institute in Milwaukee were active throughout the program as host families and sponsors of social activities. Mrs. Frank M. Himmelmann, Foreign Student Advisor, was helpful in maintaining contact with the International Institute and providing us with information about activities.

Three school districts were hosts to the teachers during internships: Milwaukee Public Schools, Wauwatosa Public Schools, and Fond du Lac Public Schools. In these systems were literally hundreds of people who showed interest and contributed time and professional knowledge to the Brazilian program.

In addition to schools mentioned in the report, we visited the Black Earth School District, the Mazomanie Elementary Schools, Wisconsin Heights Senior High School, the Greendale Schools, and Green Tree School in Glendale.

Members of the Department of International Education and Programs are listed separately. Special mention should be made that Miss Georgina Spirutova is the only member of the Brazilian Project Staff who worked on the program from the beginning to the end and was

helpful in providing continuity. The program could not have existed without the kind of assistance each person was so willing and able to give.

Planning and supervision of the English teaching was done by Mr. Dennis Preston who was assisted by Mr. Mario Carini.

To the many people who assisted in the program, and to anyone whom I might have inadvertently forgotten, I wish to express grateful appreciation. To Shirley Stone, Assistant Coordinator for the project, go many thanks for her help and advice on the preparation of this report.

Finally, no expression of appreciation would be complete without mentioning the frequent communication with Miss Viola Brothers, USAID Program Development Officer in Washington, whose help and cooperation throughout the program were invaluable.

Nellie T. Lyons

INTERNATIONAL EDUCATION AND PROGRAMS

Dean Frank M. Himmelmann - Acting Dean of the School of Education and Director of International Education and Programs

Mrs. Elizabeth Earnest - Fiscal Administrator for International Education and Programs

Miss Sondra Kjos - General Secretary for International Education and Programs

Mrs. Margot Johnson - General Secretary for International Education and Programs

BRAZILIAN ELEMENTARY EDUCATION PROJECT

Miss Nellie Lyons - Director

Mrs. Shirley Stone - Assistant to Director

Miss Georgina Spirutova - Interpreter

Miss Sally Heiss - Secretary and Project Assistant

Mr. James Lembck - Project Assistant

Mr. Mario Carini - English Language Instructor

INTRODUCTION

The Brazilian Elementary Education Project was conducted on the campus of the University of Wisconsin--Milwaukee from May 1, 1966, to January 25, 1967, for the purpose of rendering technical assistance requested by the Government of Brazil. It was composed of twenty-five educators from the northeast of Brazil who represented nine different states. The people in this group were from a geographical area which comprises approximately 500,000 square miles, contains large modern cities, a long seacoast with several harbors, remote interior villages, almost semifeudal estates and much rugged and unyielding terrain.

The people themselves presented just such a variety in their training, experience, and outlook, although essentially they were all leaders in education. Many had started teaching in isolated rural situations but had been promoted until, upon arrival in the United States, they represented largely capital cities and state departments of education. Their job responsibilities were concerned with teacher training, in-service supervision of teachers, curriculum development and educational planning. In selecting them for this scholarship, Brazil promised to use their services in the huge program projected for the construction of new school buildings, the reorganization of curricula, and the training of a rapidly increasing number of new teachers.

One of the first things which became obvious as professors of education and teachers in general talked with the Brazilian group was that terms which we used in common did not always mean the same thing in their experience as they did in ours. For example, teachers in Brazil could be roughly classified into three types: "professores leigis," "diplomadas," or university graduates. The first group consists of teachers without any professional training except for an in-service program regularly sponsored by the supervisory team of the Department of Education during the vacation period. These lay teachers do not meet any particular set of educational standards. In fact, they often barely escape illiteracy themselves. They usually teach in the poorly equipped interior schools, and their plight was very much a part of the concern of the members of our group who were responsible for supervising their work.

The second group, called "diplomadas," roughly corresponds to our normal school graduates of former years. One difference, how-

ever, is that the teachers in Brazil graduate at younger ages and consequently begin teaching at 17 or 18 years of age. Since Brazil is a nation of many states and some state control exists, there are local differences just as there are in the United States. By and large, however, students who continue through the system have six years of elementary school education, four years of middle level, and three years of secondary level. It is at the secondary level that the general and pedagogical subjects are taught and teaching practice takes place. These teachers teach in the public and private schools of the capital cities and constitute the second group which concerned the educational leaders in our project. The third group, the university graduates, is a very small minority among elementary teachers and, therefore, does not exist as a potent force in the classrooms of Brazil. Some of the educational leaders in the country are fortunate enough to be counted in this category and, indeed, when they do enjoy this advantage, are desperately needed for the planning and development which are rapidly taking place. In our group there were twelve university graduates.

Another source of confusion is that the preparation for teaching in Brazil consists largely of classes in pedagogy. There is a persistent tendency to segregate subject matter areas in teacher preparation. Interestingly enough, there exists at the same time in actual practice in many elementary schools a very real effort to cut across subject matter barriers and offer a curriculum which helps the elementary child understand the environment in which he lives. This gap between training and practice is one which the teachers in our group were actively trying to bridge. They felt, for example, that too often professors in teacher training institutions in Brazil had too little contact with the curriculum planners. The professor of education would present a method which did not vary from year to year and did not necessarily recognize the problems the student teachers would face as they began teaching. Yet, when they could not find a definite method which was prescribed here for all teachers, they tended to become somewhat uncomfortable. It was almost as if they thought there were an exact routine but no one would explain how teachers learned the pattern.

They tended to consider more valuable the subject matter which they could take in its entirety and translate into action than the subject matter which allowed for depth of understanding and broadened outlook. Such comments as: "I wouldn't benefit much from the early childhood conference--- We don't have kindergarten in our schools, or I didn't feel we should spend so much time on. . . . It

has nothing to do with my job," were very common. These were more likely to be immediate reactions than long range ones, but they did cause communication problems, particularly in the beginning.

The people from Brazil brought to our campus tremendously rich educational backgrounds. Although the training varied all the way from "diplomadas" to university graduates, they had all had some opportunities to take state-sponsored courses at centers such as Sao Paulo's Cidade Universitaria or Minas Gerais' PABAEE. This enabled them to come in contact with some of the foremost educators of Brazil and the United States. Before coming here, some had been exposed to Hilda Taba's ideas on the necessity for involving children actively in the educational process, to Stanley Applegate's view of the human relationship aspect of teacher training, and to Havighurst's theories of social structure. With their honest and sincere liking for children, which became very evident as they constantly sought opportunities to be with children, it seemed that understandings which often have only token acceptance among educators were truly integrated into their professional beings.

Culturally, too, our Brazilian friends brought a rich heritage from their country which they shared with many people in the Milwaukee area. Since much that is interesting and colorful in Brazilian folklore, Brazilian music, and Brazil's history is indigenous to the "nordeste," it was truly a thrilling experience to have this rich lore explained and presented through costumes and entertainment at parties. Carnival and bossa nova music became a spontaneous part of everyday life and there were many discussions about the economic problems of the present time. The knowledge that disaster in the guise of flood or famine frequently threatened was evident in many serious moments. It was said by one participant that his history has caused the man of Pernambuco to constantly have reflective overtones in his mood, whatever his on-going activity.

GOALS OF THE PROGRAM

According to the contract between the Government of the United States of America and the Regents of the University of Wisconsin, the University agreed to render technical assistance requested by the Government of Brazil. The contract specified the areas of elementary education which should be included and requested that every effort be made to find opportunities for the Brazilian educators to observe and participate in American life, with emphasis on cultural values and English language practice.

Each of the participants was constantly thinking, also, in terms of the goals of his own particular state. The participants from Piaui were confident that the government plan for reducing the poverty and illiteracy would be realized. In the words of one Piauiense, "I shall return to Brazil and to all possible measure, I shall put into practice that which will best fit the conditions of life and financial resources of my state."

The participants from Bahia were cognizant of the fact that they had many problems to overcome, primarily in finding a firm direction in which the educational workers of the state would be willing to commit their efforts. Their first thought, which seemed a very positive sign, was usually to consider ways that all members from the state could work together whenever a problem was to be solved.

One day while the group was visiting an elementary school which happened to be a showcase for all kinds of equipment and an example of fine facilities, one of the participants was observed with a faraway look in her eyes. An hour or two later the observer, still curious about what was occupying the thoughts of the dreamer, requested a flashback. Surprisingly, the teacher remembered exactly what she had been thinking and described a small bare school room in Maranhao. She had been busy imagining what it might be possible to do in her community with the resources she had seen that morning.

PLAN FOR STUDY IN ELEMENTARY EDUCATION

The plan for the nine months of study in Milwaukee was divided into four phases:

1. Orientation - four weeks.
2. Academic Course Work - eighteen weeks.
3. Field Experiences - nine weeks.
4. Culminating Activities - five weeks.

PHASE I - ORIENTATION

The first four weeks of the program was a period of general orientation which was planned to provide background for later course work and field work in elementary schools. The schedule consisted of lectures on education in the United States, and of visits to state education offices, to schools, and to various institutions related to education. Both urban and rural schools were visited and the various levels of education were explained. Each aspect of the educational system explained in a lecture was illustrated by a visit; thus, an overview from historical development through modern programs was presented. Discussion and evaluation sessions were planned to interpret and clarify the observations.

Coincidental with the beginning of the program, but adding interest and flavor, was the visit of Dona Suzanna Borges to the University of Wisconsin--Milwaukee. Dona Suzanna Borges, Director of Escola Johnson, Fortaleza, Ceara, was here as the result of the interest in Brazilian education which already existed in Wisconsin. One evidence of this close relationship between Escola Johnson and the University of Wisconsin--Milwaukee is the use of the School of Education in an advisory capacity in the school. Dona Suzanna came here for a series of in-service educational experiences arranged for her by Dean Denemark and the School of Education. A highlight of her visit was the reception and dinner at Wingspread, the Johnson Foundation's headquarters in Racine, Wisconsin. The participants were invited to enjoy not only the dinner and speeches, but also the distinctive building designed by the late Frank Lloyd Wright.

PHASE II - ACADEMIC WORK

The second phase of the program was the theoretical basis on which the rest of the program was constructed. According to the dictates of the contract, the major emphasis was to be divided among the following inter-related topics: curriculum development, administration and supervision, adult education, professional organization, and problems of teacher education.

The seminars were as follows:

1. EDUCATIONAL ADMINISTRATION - Dr. Roger Seager:
   May 31 - June 17

   The emphasis was on the sociology of organization, administrative behavior, and administration as a social process.

2. GUIDANCE AND COUNSELING - Dr. Lawrence Blum:
   June 20 - June 25

   The purpose was to explore questions which are becoming increasingly perplexing to school systems and causing teachers to be aware of a need for guidance and counseling services for pupils in the first six grades.

3. CURRICULUM AND INSTRUCTION - Dr. Rolland Callaway:
   June 27 - July 8

   The course was organized to consider basic curriculum referents, methods and organization of instruction, determination of educational objectives, and organization of knowledge.

4. INSTRUCTIONAL MATERIALS - Mr. Schleuter, Miss Lyons, Dr. Gleason, Dr. Callaway, Miss Markowetz, Mrs. Walton:
   July 11 - July 22

   Each lecture was given by a different member of the UWM faculty. The group was introduced to educational television, programmed learning, methods for filing bibliographical references, planning for individual differences, and use of materials in the instructional media center of the library. The ASCD Guidlines for a modern elementary school were used as a framework.

5. EVALUATION OF EDUCATIONAL GOALS - Mrs. Julia Nelson:
July 25 - August 5

The seminar was based on a full-length course offered during the regular semester. The Brazilian participants selected from the outline those items which seemed most relevant for them.

6. TEACHING OF MATHEMATICS - Dr. Henry Snyder
EDUCATIONAL ADMINISTRATION AND SUPERVISION - Dr. Daniel Muller
ELEMENTARY SCHOOL SOCIAL STUDIES - Dr. R. Frogge
LANGUAGE ARTS IN THE ELEMENTARY SCHOOL - N. Lyons
August 8 - August 19

These seminars were given without interpretation and constituted an experiment to see whether there would be value in arranging for the participants to attend classes presented entirely in English. They were a result of the desire for some individualization of programs, and of the fact that conferences with the participants had revealed a preoccupation on their part that their special interests were being neglected. In many cases the participant wished to take a methods course because he would be responsible for teaching a similar course in Brazil.

7. ADULT EDUCATION - Dr. Russell Robinson:
August 22 - September 2

This course was planned to acquaint the Brazilian educators with the process of social action in which the people of a community:

1. Organize themselves for planning and action.
2. Define their common individual needs and problems.
3. Make group and individual plans to meet their needs and solve their problems.
4. Execute these plans with a maximum of reliance upon community resources.
5. Supplement these resources when necessary with services and materials from governmental and non-governmental agencies outside the community.

8. SCHOOL AND SOCIETY - Dr. Thomas Walton:
September 6 - September 24

This course was designed to help the student identify and analyze the interrelationships which exist among the socialization process of the human, the characteristics of American society and culture, and the problems and issues growing out of that social setting which affect the school.

9. TEACHER EDUCATION - Dean Wesley Matson:
September 26 - September 30

This week included a variety of experiences related to the topic of teacher education: lectures, discussions, school visits, and evaluation. After three days of classroom preparation, the group visited an elementary school in Appleton, Wisconsin. Here they were allowed to walk freely around the building, visiting either classrooms of standard grouping or team teaching situations with mixed age groups. In the afternoon they met with the faculty of the Appleton school for discussion.

This same procedure was followed at Outagamie Teachers' College where the Brazilians visited methods classes for future teachers. The students prepared favors and welcome plaques, and organized a group of guides. On the third day there was a state conference of the Association for Student Teaching which met at Lawrence University. The Brazilian group participated fully at these meetings.

10. TEACHER EDUCATION - Dean George Denemark:
October 3 - October 7

This seminar was a follow-up of the preceding week but was a more detailed classroom exploration of the current scene in teacher education. Dean Denemark helped the group become acquainted with many interesting publications and experimented with some of the ideas for teacher preparation which he planned to explore during his leave of absence.

The first seminars were consecutively interpreted. At this time the English language level of the participants was not sufficient for discussion in English, so participation in class was somewhat

limited. By the end of the summer most group members were able to understand spoken English. During the final seminars a combination of presentation in English and small group discussion in Portuguese was used quite successfully.

A logical continuation of the seminar phase was the auditing of regular School of Education courses. This permission had been granted on an informal non-credit basis. Thus, the opening of the fall semester created quite a change in the "way of life" for the group. For the first time the group members went twenty-four separate ways, and each could be a person in his own right. The understanding was that, although the Brazilians were not taking courses for credit, they would involve themselves in assignments to whatever degree their language ability permitted.

Although there certainly were many problems inherent in such a step, it was definitely positive in its effects, particularly psychologically. It allowed for individual interests and backgrounds to determine course selection. In a group with rather heterogeneous backgrounds the rigidity of the project design had been causing some negative reactions. The freedom of the audit situation provided more professional contacts, including individual conferences with UWM professors and with area teachers.

PHASE III - FIELD EXPERIENCES

The internship period started toward the middle of October. In planning for the internship phase of the program several factors were considered. First, a period of tenure in one place would be important in order to permit an experience on a level somewhat deeper than that of mere exposure. It seemed, too, that friendships with American teachers would create an exchange of ideas on an informal basis, the bull-session type which many people consider equal in importance to formal class sessions.

So that the field experience would be related to the person's actual role in Brazil, the people were divided into three groups: a) those who were largely concerned with state wide or area planning, b) those who supervised instructional programs, and c) those who administered one school building.

Miss Lillian Paukner, Coordinator of Elementary Education for Milwaukee Public Schools, agreed to organize the experiences for Group A. Each person in this group was assigned to an elementary school for a two-week period for orientation from the classroom teacher's viewpoint. During the four-week block of experiences that followed, the group members joined Milwaukee supervisors in planning meeting, explored the resource center, observed educational television planning and programming, visited the research center and learned about its operation, and were helped to fit all the tiny pieces of the Milwaukee system into the large organizational structure.

Groups B and C had somewhat similar experiences in that they were located largely in the one school. The difference was supposed to be an internal one, as reflected by the plan for observing and participating worked out with each individual by the principal or instructional supervisor of the school. Each person was assigned to one classroom teacher for the first two weeks to become intimately acquainted with the program and with the children. For those people who specialized in one subject area, the plan was for the principal and the participant to work out ways of observing the development of the program in a particular area throughout the school. For the people who supervised a total program in one building, the suggestion was that much of the latter part of the intern period should be spent with the school principal in order to understand his role in a real setting. There was expectation that there would be flexibility according to the variations in the local situations.

With four members of the group a somewhat different approach was tried in that their center was located outside the city of Milwaukee, and Mrs. Adele Thuerwachter of Fond du Lac planned and supervised their activities. This group included one school principal and three supervisors of instructional programs. They lived with a faculty member's family in a residence near the center of Fond du Lac. Each one was placed in an elementary school for an initial period and later was given opportunities to observe and participate in the planning for many phases of the on-going program.

PHASE IV - CULMINATING ACTIVITIES

During the last and final period a number of short-range activities took place. In November there was the National Council for Social Studies meeting in Cleveland, Ohio. The members of our group were invited to sit on the stage at the opening of the general session. This highlighted their presence and purpose, and, consequently, they were singled out for conversation at the reception and during the group meetings. For several days prior to the general session the Cleveland Public Schools were hosts to the visitors and the Brazilian teachers had several interesting opportunities to view demonstration lessons.

During the first two weeks of December a different phase of the field experience included a number of short visits to selected schools for specific purposes: e.g., Fox Point to observe integrated subject matter, Grafton for multi-age grouping, Racine for team-teaching, and Riverside for high school mathematics and social studies. Some time was spent evaluating and organizing impressions from the whole range of visits the participants had made.

During the Christmas recess all of the participants were invited by the USAID Christmas Program Coordinating Committee to attend a seminar at some university or international center other than where they were living and studying. The participants met many students from other parts of the world, celebrated Christmas with American families, exchanged ideas on contemporary problems, and visited cultural centers.

Following the Christmas program a two-week workshop conducted by the National Training Laboratories was held at the Milwaukee Art Center. The leaders were:

Dr. Robert Ayling
Director
Center for Community Research and Development
University of Maine

Dr. David W. Johnson
Assistant Professor
Department of Educational Psychology
University of Minnesota

Dr. Elmer E. Van Egmond
Assistant Professor
Department of Educational Psychology
Lesley College

The purpose of the workshop was to increase skill in dealing with human behavior. It was hoped that the series of learning activities would increase the participants' sensitivity to others, particularly in the leadership roles required by their positions in Brazil.

The laboratory sessions consisted of two kinds of meetings: general sessions with the large group and smaller training groups. Some literature was prepared which explained "forced field analysis" as a method of defining a problem and seeing oneself in his own relationship to the problem and other people affected by it. During training (T-group) sessions the group focused attention on the behavior of the individuals in the group.

During general sessions exercises were assigned and the group members were asked to complete and evaluate them during the session. Often one group would be working and another observing. The exercises were kinds of stimulation games related to the home problems in work situations in Brazil. There were valuable learnings regarding peoples' feelings about being asked to implement policy which they had no part in planning.

This workshop was somewhat experimental in that it was one of the first cross-cultural bi-lingual workshops. It was discovered that although very interesting learnings resulted, the placement of the workshop in the program was unfortunate. The members of the Brazilian group had but a few days left of their nine months in Milwaukee when the workshop terminated. The final arrangements for returning home quite naturally interferred with the kind of complete involvement anticipated by the workshop planners.

Finally, came packing, saying good-bye to American friends and hosts and hostesses, whirlwind shopping tours, and going for one last look at favorite places. Officially there were reports to write, a bon-voyage party, and a graduation dinner where participants were presented with diplomas certifying the completion of their program. All of these were accomplished during the last week; and, in a great flurry, hardly believing it themselves, the participants were off to Washington for the exit interviews.

RELATED EDUCATIONAL EXPERIENCES

Probably the chief key to many small successes was the individual's proficiency in the English language. With this in mind, instruction in English as a second language was provided throughout the program. During the first two phases this amounted to one formal class and one or two laboratory sessions per day, depending upon need. During the last two phases of the program the classes were re-scheduled to accommodate the irregular hours imposed by field experiences. It was felt that the daily exposure to the all-English environment of the public schools was a laboratory in itself.

Undoubtedly, one year is a very short span of time in which to expect that a person could learn to interact socially, study intensively, and participate in the on-going program of a public school. It was the limitation of time which caused the project to be planned as a bi-lingual one. Very few variables in the environment could be changed to make the bi-lingual aspect operative in all situations. Interpretation could be provided, but this limited the kind of interaction which could take place during class sessions. Enthusiastic people who worked hard and succeeded in communicating became impatient with the slow and laborious pace of a translated session. Limiting the reading to what could be translated by two interpreters would have caused those who were confined to this source of material to be studying on a completely different level than the emerging bi-lingual members of the group. The community as an English laboratory had no translations available. In order to participate on any level other than observer in the internship program, the individual needed to speak and understand English. Finally, unless some proficiency in English were acquired, the library as the real source of any student's materials failed to be a part of the curriculum.

Since language development is highly personal, related on some levels perhaps more closely to motivation and personality than it is to intelligence, language facility was a never-ending source of joy, sadness, frustration, and conflict. Some individuals protected the ego by insisting on their rights as non-English speaking people who expected every situation to be fully translated. Some students achieved fluency in an amazingly short time by savoring every opportunity for spontaneous conversation with strangers and friends alike. Some acquired enough friends to be included in frequent social occasions, and this, in turn, caused their English to improve so that they functioned quite adequately everywhere.

Whatever the level of achievement, spoken English became an integral part of everyday living.

During the early stages of the program every effort was made for members of the Brazilian Elementary Education Project Staff to know and understand the participants. During July, 1966, individual meetings were arranged. Although each participant revealed his own concept of his educational needs and his understanding of the possible values this American experience could hold for him, there were also two general truths which were realized as a result of these individual meetings:

1. That each participant had come to the United States with a preconceived idea that he was to receive training in a special area (i.e. Language Arts) and was bewildered because the program seemed general in nature.

2. That the reality of education in Brazil was so different from the reality which our professors of education understood that some intense study and planning would be necessary in order to make a connection between the participant's past, his present, and his future.

As these observations became clearly defined, two steps were taken. The first was the formulation of a plan whereby the participants would gain some realization of their desire for individualization of course selection. With a two week dry-run of non-interpreted classes during the month of August, it was decided that most could profit by auditing classes of their choice. The plan was far from ideal since the drawbacks were many: a) a few did not really understand English well enough to participate; b) the classes, and particularly the assignments, were culture oriented and, consequently, when the Brazilians attempted the assignments in the light of their experiences, the results were quite different from the expectations; c) these classes were imposed on top of a load which, while not particularly heavy in terms of output, was tiring in terms of constant daily attendance at the regularly scheduled project activities. No provision was made to alter the proposed schedule. These audited classes were simply added.

The second step was the assignment of an inquiry into a problem which the Brazilian educator faced in his professional role at home. After spending considerable time trying to understand the problem, he would begin to research solutions. There was no stipulation that the problem should be completely solved during the nine months of study or that an actual project would result. It was suggested that the project might take the form of a paper, a curriculum guide, or a collection of materials.

From August to January frequent conferences were scheduled to discuss the problems defined by the participants. These conferences were held with members of the project staff and professors with whom the Brazilians had had some contact. They were time-consuming for several reasons. The earliest conferences had to be interpreted, and this necessitated a slow pace. Later, when the level of English was better, the Brazilian educators could attend a scheduled conference alone. Then there emerged the difficulty of defining a problem of manageable size. Almost all the participants tended to generalize broadly and to frustrate themselves by enumerating the enormous difficulty they faced. They were, by and large, very perceptive and were deeply committed to the leadership role for which they qualified in their country. Much discussion and careful definition was necessary in order to help them to see that small parts of a broad problem might be isolated, defined, and attacked. This was very encouraging in contrast to the beginning sessions when some group members actually stated problems in such terms as, "Seventy per cent of the people in my state are illiterate. We need to plan the buildings, find the materials and train the personnel to overcome this problem."

As these individual conferences continued, those participants who planned their work in this way gained the respect of people who worked with them. Their insights into the problems of children and their deep understanding of the human relationships involved in working with teachers of little formal education were inspiring. In the process the members of the Brazilian Elementary Education Project Staff learned much about education in the various states of Brazil and about the line and staff organization of the Department of Education in these states.

REACTIONS OF BRAZILIAN PARTICIPANTS

For many participants the internship proved to be the focal point of their whole American experience. It was, after all, here that they really learned about American education. It was also in the schools that they had their most continuous and most intimate contacts with Americans except for members of the project staff. In the realm of individual guidance, this part of the program was also an important phase. It was by passing through the same halls and portals until they became familiar, that the Brazilians really established communication with individuals. Here also was the chance to know American children which would certainly seem a necessity for one who would try to understand our system of education.

Another link with Americans was created through friendships with the host families provided by the International Institute. These families chose to sponsor one or two Brazilians throughout the entire period of their stay in Milwaukee. It became a familiar sight to see them arriving at the airport, attending official parties or chauffeuring the Brazilians to the family home for a gathering. They helped to fill the tremendous void which was created by the constant "missing of" their own families with whom the ties were tremendously strong and from whom, in many cases, they were separated for the first time in their lives. One participant remarked in a discussion that never, until she came to America, has she been forced to face any social situation alone. At even a simple occasion, such as a gathering at the beach, she always had arrived accompanied by a cousin, brother, sister or friend.

There seemed to be many reasons why the impact of American culture was a difficult pill to swallow whole. One was, naturally, preconceived ideas which were hard to shake loose, especially where experience was limited. Another was a whole series of manners and customs which differ. Greetings, for example, are brief and business-like here, often without names being mentioned. The Brazilian greeting is affectionate, very personal with friends, and thorough and well defined by custom in more formal situations. We appeared to be, as a people, somewhat cold and without sentiment. Most difficult of all to understand were our family relationships. The personal independence and the self-discipline which start very early and often result in physical separation at the conclusion of formal education were an enigma to them. So was the range of choice inherent in such matters

as clothing, behavior, manners, and activities. With the passage of time, some participants recognized that they were beginning to be comfortable with what seemed at first to be a labyrinth of mores never to be fathomed.

The Brazilian educators reacted in other ways which showed that there were differences between their expectations and those of their program planners. One cause for this difference in emphasis seemed to be the lack of information the participants had about contract objectives and the lack of understanding the planners had about the Project Implementation Orders. The Project Implementation Orders are specific for each participant. They state an objective with which the participant has been living for a period of time, sometimes several years. Since they are specific in nature, they seem to be characteristic of a somewhat longer program than the non-credit, bilingual one outlined by the contract. The contract outlines a program which is extremely broad in scope and very general in nature. In this program, this difference in expectation was probably not clear in the beginning because of the difficulties in communication. In future programs, inclusion of the participants in the initial planning will help to alleviate the problem. It will still be true, however, that if an educator leaves Brazil expecting to major in psychology, he will be doomed to disappointment if he is not capable of making very rapid adjustments.

The participants' personal objectives, which had nothing to do with the official program, were an ever-present factor. Desire to travel seemed to be foremost among these. Unfortunately, the people came to the United States with little idea of the geography or economics involved. When a long weekend was anticipated, out came the maps and time schedules in vain hopes that a trip to California could be arranged. Consistently, too, the travel objectives were to widely publicized places. In order of importance they would probably have ranked Disneyland, Grand Canyon, Miami, Niagara Falls, and New York City.

Although dreams are half the fun and much actually was accomplished in terms of these goals, it seemed that planning or orientation might have helped the participants to know that there were many other scenic spots more easily reached and that sometimes one gains more permanent value from a span of time in one spot than from a furious rushing from place to place. Some quite seriously felt that they had lost out on valuable experiences by living nine

months in one location. Aside from the economics, many were not able to see that an internship in California, a seminar in New York, a summer school in Wisconsin, and a conference in Dallas might not be the most productive way of knowing a foreign country as well as studying one's chosen field.

Much has been written about the phenomenon of culture shock which results when one suddenly feels the impact of a culture which is new and strange. However, no one who has not actually experienced this phenomenon, can realize that it is not the big changes which are difficult, but the hundred and one little things which are often unconsciously puzzling. One participant commented that at first she felt sure suburban neighborhood after neighborhood must contain only adults. It was the absence of fences which made her feel it impossible to house children in these places with free access to the street.

In a country where 2,700 cruzeiros equal one dollar, it seemed quite cheap to find hats and sweaters for sale for three dollars each. Thus, six dollars would disappear with the ease of 16,200 cruzeiros. It was difficult to comprehend that this infinitesimal amount of $6.00 represented 1/40 of a total month's income.

Social occasions were especially bewildering. In Brazil one gets ready for a party according to a well established custom. Carnival is a fantasia. It calls for a costume. An evening dance calls for a party dress. Each occasion is defined and understood. In the United States one has to guess. After finding that anything goes, a participant accepted a last minute invitation to accompany a staff member to a champagne party. When she arrived to lights, candles, stemware and black cocktail dresses, she hugged her shoulders to conceal her skirt and blouse. She never noticed that there were plain dresses and slacks among the glitter.

Sometimes it was easier to refuse an invitation than to hope that the guess would be right. Many really courageous decisions went unnoticed and unsung. One night a family car arrived at 5:30 to pick up two participants for dinner. This was when host families were new and sometimes lists were confused. Two telephone calls had been received, a week apart. No one knew that two entirely different families were involved. When the car arrived and two people completely unready for such an occasion comprehended the expectation, one refused and the other, who was in lounging attire, said to herself, "I didn't make this mistake. Neither did this fine family who are taking much trouble for my pleasure. I'll just go as I am." And she did.

It was difficult for the participants to answer the same questions over and over for nine months. At least three times a week a stranger would exclaim with enthusiasm, "I know very little Spanish but I remember 'Hasta Luego' from my one year of study." "Do you have refrigerators in South America?" "Have you an automobile or are they rare in Bahia?" "I've always wanted to see the Amazon. Do you live on the banks?"

These questions seem ridiculous, but they happened again and again. On another level, many little technological advances which Americans take for granted represented a hurdle: How to arrive at an apartment house and know what to do when you ring the bell and it rings back at you or, even more startling, you hear your host speak to you in the lobby. How to answer a person who says 'over or up' when you succeed in asking for an egg. How to behave when you walk into a cafeteria and people push you if you fail to grab your number rapidly.

During the first months there was a tendency for the participants to generalize on the basis of shocking experiences. As they made more and more effort, however, they appreciated the humor in the lack of experience on both sides of the ledger. They learned to laugh at their own faux pas as well as those of others. Perfectly delightful was one description of the occasion when the police were called to recover a lost purse and took over the apartment "like a brother-in-law." Immense was the astonishment when the police were invited by the American hostess to partake of the coffee already being served. The next day, however, when the police called at the Brazilian residence to verify information, coffee was freshly brewed for their pleasure. If not exactly necessary, it was a nice occasion and extended into a geography lesson as the maps were brought out and home base in Ceara located.

As the range of experience broadened, there was a growing sense of independence among the more adventurous people. There was evidence that individuals truly perceived that many little differences among people are superficial and that, basically, their needs are much the same. There was a deepening of interest and perhaps a lessening of frustration as the people learned that many states of human condition are possible and that men can cooperate with one another and gain a measure of control over their destinies.

EVALUATION OF THE PROGRAM

An examination of the objectives listed in the contract for this program would readily reveal that it was ambitious in scope. During nine months of time each participant was expected to:

a. Make progress in learning a second language.
b. Gain a concept of the American system of elementary education; being able to relate all the fringe aspects such as P.T.A.s, school board activities, national, state and local associations.
c. Grow in leadership ability, particularly in the areas of teacher training and supervision of instruction.
d. Gain in concept of organization through participation in conferences and orientation meetings.
e. Gain more specialized knowledge in one or more areas of elementary education.

In order to accomplish all this, the program should include academic study, observation of school activities, participation in instructional programs, and visits to selected conferences.

In an alien culture, away from familiar routines, it is not easy to be constantly receptive and to progress smoothly and easily toward these educational objectives. The head aches under the constant pressure of concentration on language; the stomach rebels and won't accommodate the strange foods, and the mind rebels when the psyche is offended.

Nevertheless, the halo effect during the whole program was overwhelmingly positive. The ever-changing kaleidoscope of new sights, smells, sounds, scenery, buildings, people, customs, and ideas was essentially thrilling. Books were a delight. For people who had been forced to do without the tools in many situations, it was unbelievable to find so many attractive, well-written descriptions of the things they wanted to know about. Unfortunately, the sum of $80., which was each person's book allowance, took on different aspects with the growth of participant experience. People discovered they hadn't selected wisely in the beginning and for lack of funds had to pass up books they very much wanted to own. During coming programs more guidance in this area is needed.

The internships were possibly the most appreciated part of the program. They represented the reality of American education and were more easily understood because an educator is at home in a school whatever the language. Some people felt their terms were too long in one school. They did not particularly feel that they needed to develop the kind of communication we hoped would take place between the teachers of the two cultures. In some instances this did happen and the participant really found a home. Some developed such rapport with the children that they received letters and cards and made return visits.

One of the most enthusiastic reporters described the situation in this way: "I admired the ease of the students and the interest for the most varied subjects . . . In the entire period of the internship I took an active part in the work of the class . . . other times giving classes about Brazil or teaching them words in Portuguese."

Another group of teachers wrote, "The opportunity for visits to different teaching establishments constituted without doubt one of the most positive points of the program."

With the thought in mind that more intimate acquaintance with a small community might prove interesting, four participants were placed in schools in Fond du Lac, Wisconsin, for a period of six weeks. Another experiment with this group was the appointment of a coordinator to work with them on their individual projects and to plan their activities. The fact that Mrs. Adele Thuerwachter was intimately acquainted with the school system and could evaluate experiences with both the participants and the cooperating school personnel on an almost daily basis made this internship unique and highly successful.

In their report the four participants in Fond du Lac identified the following positive aspects of American education based on their internship:

1. The application of an educational philosophy, through the development of human potential, considering each child in his individual characteristics.

2. Availability of necessary materials for a good development of the curriculum.

3. Cooperative work of the teachers by means of team-teaching, of specialized departments and other processes.

4. Development of a teaching process in utility levels. The children are grouped and these groups are flexible, permitting movement to the members, in accordance with each child's progress.

5. The realization of different and simultaneous activities within the classroom.

6. Orientation in the direction of developing the child's awareness of his potentials.

7. Good acceptance by the teaching staff of the foreign learning teachers.

8. Opportunity for participation in social activities of an American community.

One of the most difficult aspects of the program to appraise was the lack of real participation in American life on the part of the Brazilians. This was well expressed in one report: "Although absent from my country, I had a good time in Milwaukee. Although I could not acquaint deeply with its society, I had good opportunities participating in receptions, parties, visits, theaters, games etc., that took us to a better mingling with the Americans and other foreigners."

Although only the writer knew what she meant by "I could not acquaint deeply with its society," it seems possible that she was referring to the rather formal nature of most relationships. Although many parties and receptions were made available to the Brazilian educators, they were frequently in the position of meeting people for the first and only time. Thus conversation fell into the pattern of, "Do you like the United States? How long have you been here? What surprised you most when you arrived here?"

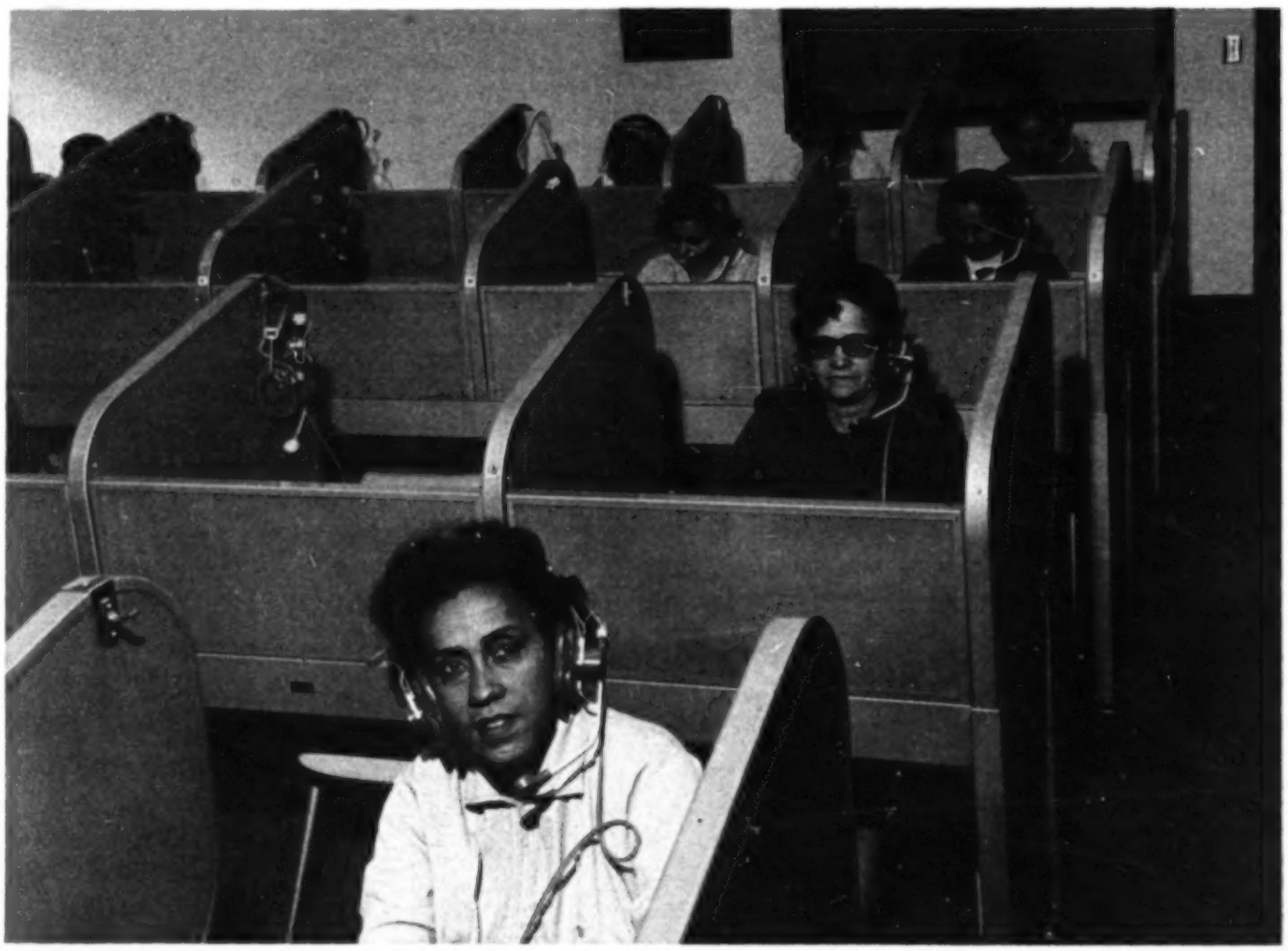
The Brazilians appreciated social occasions, but they often feared them and became tired by the constant effort of response to a new interviewer. Friendships of a more enduring kind are formed slowly, and even a native who moves to a new part of his country faces an adjustment problem. One American solution is to keep joining organized groups until some personal relationships are achieved. The Brazilians were encouraged to do this, but, except to go to the International Institute where they were personally invited, they never used the frequent bulletins they were issued. Language and custom probably combined to prevent this development, but during coming programs there should perhaps be new approaches to the problems involved in social interaction.

Undoubtedly, there were changes and learnings taking place throughout the nine months. When the possibility for change is so great, and there has been relatively little passage of time to lend objectively to the process of putting things in the proper perspective, any evaluation seems indefinite and inconclusive. Nevertheless, it was clear that thinking was stimulated as educators from two continents met on common ground. It was clear, also that difficulties which arise from a lack of common social experiences must be resolved through effort on both sides, but that the recognition and resolution of conflict result in a new appreciation for the dignity of human beings. It was the excitement of this discovery which had perhaps the greatest meaning for the people who were closely involved in the program.

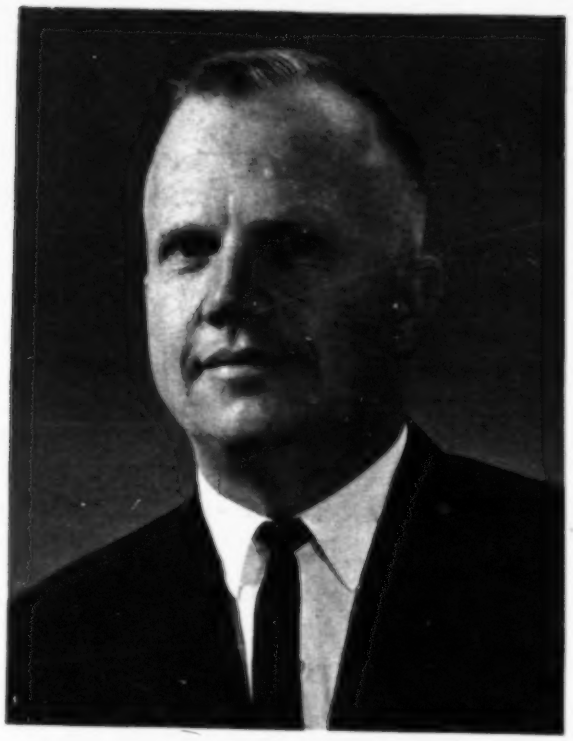
PARTICIPANTS: BRAZILIAN ELEMENTARY EDUCATION PROJECT I

Rosalia Barros de Abreu	Teresina, Piaui
Carmen Maria Barauna	Salvador, Bahia
Alaide Belfort	Sao Luis, Maranhao
Maria Antonieta Bianchi	Belo Horizonte
Maria Leopoldina de Albuquerque Britto	Recife, Pernambuco
Neyde Carneiro de Britto	Salvador, Bahia
Albanisa Chagas	Fortaleza, Ceara
Heloisa Lopes Costa	Fortaleza, Ceara
Maria Merces de Costa	Teresina, Piaui
Maria Conceicao Costa e Silva	Salvador, Bahia
Lindinalva Lopes Cruz	Aracaju, Sergipe
Adil Dallago	Fortaleza, Ceara
Ageuda Celia Fontes	Salvador Bahia
Consuelo Guabiraba	Fortaleza, Ceara
Maria Iris Velloso Guimaraes	Uberaba, Minas Gerais
Nely Farias Lima	Fortaleza, Ceara
Yelone Falcao Maia	Fortaleza, Ceara
Carmelita Motta	Recife, Pernambuco
Adorilis Moura	Recife, Pernambuco
Eva Miranda e Moura	Salvador, Bahia
Maria de Jesus Muniz	Sao Luis, Maranhao
Maria Clelia Nobrega	Joao Pessoa, Paraiba
Lenilza Grant de Olivera	Natal, Rio Grande do Norte
Cecilia Souza	Pouso Alegre, Minas Gerais
Mirtes Holanda do Vale	Fortaleza, Ceara

Probably the chief key to many small successes was the individual's proficiency in the English language.



Many UWM faculty members contributed greatly to the concepts and ideas which the participants carried away as the result of their study.



Coincidental with the beginning of the program but adding interest and flavor, was the visit of Dona Suzanna Borges to the University of Wisconsin-Milwaukee.

The schedule consisted of lectures, of visits to schools, and to various institutions related to education.

Although absent from my country, I had a good time in Milwaukee.

Since much that is interesting and colorful in Brazilian folklore, Brazilian music, and Brazil's history is indigeneous to the "nordeste," it was truly a thrilling experience to have this rich lore explained and presented through costumes and entertainment at parties.

The project was composed of twenty-five educators from the northeast of Brazil who represented nine different states.

The people themselves presented a variety in their training, experience, personalities, and outlook.